

a Youth Enterprise and Entrepreneurship Strategy for Wales

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-+ ministerial foreword

Entrepreneurship is central to the Welsh Assembly Government's vision for the future. In *Wales: A Better Country*, we recognise that building a competitive, sustainable and prosperous Wales is a long-term investment.

To achieve these goals we must equip our young people with the attitudes, values and skills to succeed both in education and the world of work. Our young people need to be entrepreneurially confident to play a full and active part in the economy.

The Youth Enterprise and Entrepreneurship Strategy (**yes**) commits to making these aspirations a reality in Wales.

These core messages are also embedded in a range of Assembly Government policies. *Learning Country: Learning Pathways 14-19* recognises the need for experiential elements in the development of young people. The *Entrepreneurship Action Plan* and *Wales for Innovation* stress the importance of generating the right culture and climate for home-grown success.

The *Future Skills Wales 2003 Generic Skills Survey* further underlines the significance attached by Welsh employers to 'soft' or non-cognitive skills such as team working, creativity and initiative.

We see the development of entrepreneurship skills, values and attitudes as part of a lifelong continuum of learning essential to a young person's experiences, from school through college and university into working life.

These assets and experiences are relevant and applicable within all stages of formal education and beyond – at work, when setting up a business, and throughout a lifetime of setting personal learning and career targets.

yes affirms that entrepreneurship skills are wider than just generating new business start ups. We need public sector and social entrepreneurs to modernise public services and maximise community potential as well as those who create and manage our home grown businesses.

yes acknowledges that positive strides are already being made towards key goals and targets. It offers common models of entrepreneurship learning and delivery for all partners in Wales to work towards. Central to its success will be a clear focus on the needs of our young people as

they make their way through the learning continuum.

Important work remains to be done, from raising awareness and changing attitudes, through to increasing the capacity of our young people to recognise and seize enterprise opportunities. This cultural change affects not only young people but the intermediaries and institutions that influence them.

The Welsh Assembly Government and the WDA thank all partners who have contributed to the development of this Strategy. We look forward to delivering it with you.

Jane Davidson AM, Minister for Education & Lifelong Learning

Andrew Davies AM, Minister for Economic Development & Transport



+ introduction

This Strategy provides a common model of entrepreneurship learning and a delivery framework that will enable **young people in Wales to be entrepreneurially aware and active.**

The Youth Enterprise and Entrepreneurship Strategy aims to contribute to the goals of *Wales: A Better Country* through the *Entrepreneurship Action Plan (EAP)* by supporting and encouraging entrepreneurship amongst young people. In particular it aims, through partnership working, to:

- **empower our education system to contribute towards a more entrepreneurial culture**
- **promote enterprise skills outside formal education**
- **encourage entrepreneurial behaviour whilst in employment**
- **develop the delivery infrastructure**
- **improve access to opportunities and learning pathways for individuals**

This Strategy has been developed by the WDA in collaboration with numerous partners as part of an extensive consultation process and mapping exercise during 2003. The input of the many contributors listed in Annex 2 has been critical in shaping this document.

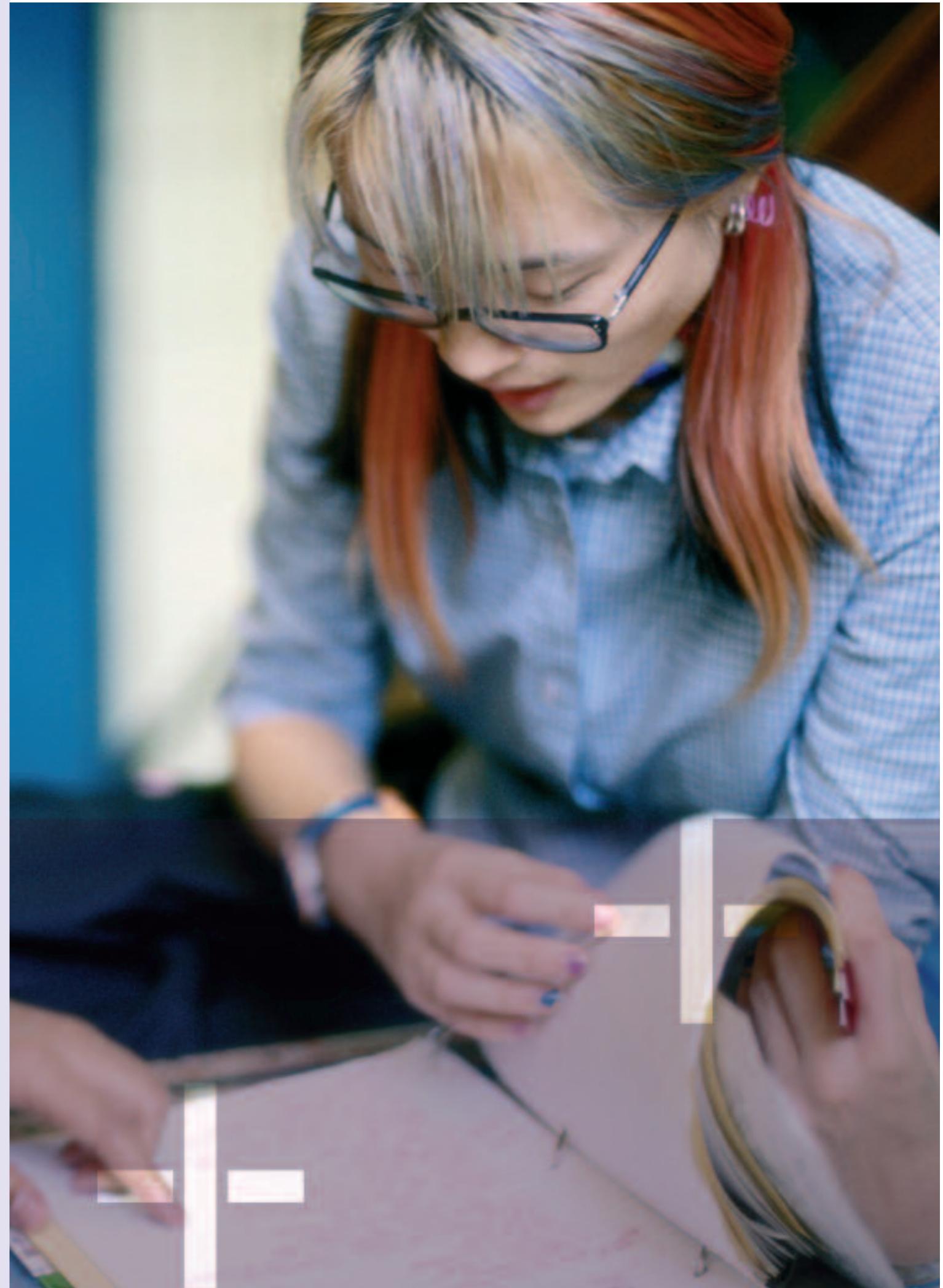
The WDA will be the lead body for implementing this Strategy as part of Key Actions 1 and 2 of the *EAP* but, recognising the need for collaborative delivery by a number of agencies and organisations, its work will be informed by a Monitoring and Evaluation Panel which will include representation from the key stakeholders in economic development and education.

Copies of Welsh Assembly Government strategies such as *A Winning Wales*, *Learning Country: Learning Pathways 14-19* and *Wales for Innovation*, can be obtained from the National Assembly website www.wales.gov.uk

Copies of this document and of the *Entrepreneurship Action Plan* can be obtained from the WDA:
Phone: 08457 77 55 77
Email: enquiries@wda.co.uk
Web: www.wda.co.uk

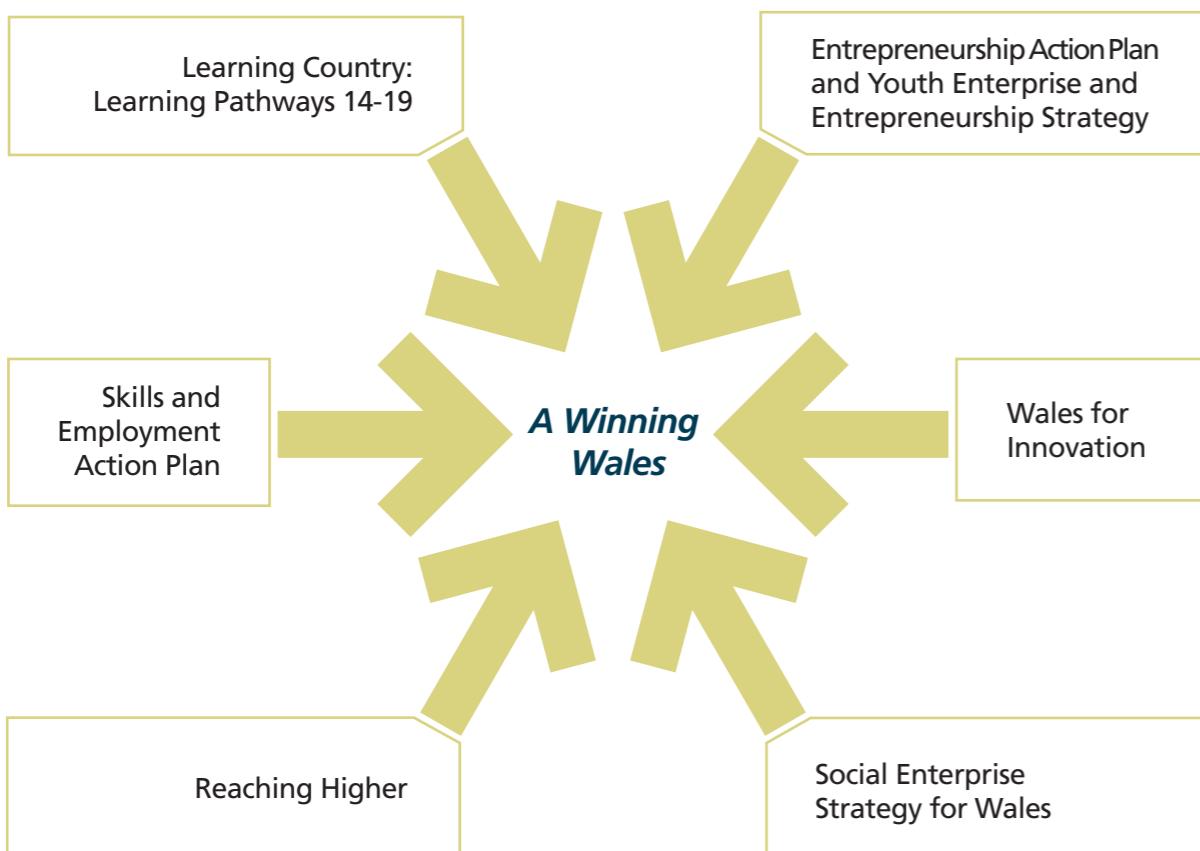
For Text users, please use the prefix 18001 for the RNID Typetalk facility.

This information is also available in large print, Braille, Moon and audio formats. Please contact us for further information.



+ context

The economic 'need' which is the context of this Strategy is, by now, well rehearsed. The strategic agenda of the Welsh Assembly Government, *Wales: A Better Country*, promotes the vision of '**a diverse, competitive, high added-value economy, with high-quality skills and education, that minimises demands on the environment.**'



In its National Economic Development Strategy, *A Winning Wales*, the Welsh Assembly Government has set ambitious targets for improving the performance of the Welsh economy over the next 10 years. Many of these targets are delivered through Action Plans focusing on key themes such as Skills and Employment, Innovation and Entrepreneurship, alongside a range of other plans and strategies. The relationships of some of these to *A Winning Wales* are illustrated opposite.





The current picture is one of low unemployment compared to the UK average but higher levels of economic inactivity. The business stock is characterised by relatively high numbers of businesses in low value-added sectors and low numbers of businesses in the knowledge economy, where there is greater potential for growth. Wales' GDP per head continues to lag behind that of most other UK regions and many European counterparts.

Promoting enterprise and nurturing high-value businesses and jobs in all communities are key strategic goals. The contribution of enterprise and entrepreneurship in this context is to increase the competitiveness of businesses, encourage innovation and 'newness' in the economy, provide a seed-bed for future growth, increase economic flexibility, create jobs and reduce social exclusion. A fundamental aspect of improving economic performance will be to reduce the level of economic inactivity by raising the attainment and ambition levels of our young people.

Wales' greatest asset in achieving these goals is our young people, their skills, ambition and drive. If Wales is to become a place where more people want to create and grow sustainable businesses, the right lifelong learning opportunities and skills support need to be in place.

Competing through cheaper labour costs is not a sustainable option for Wales in an enlarged EU and globalised economy. Raising skill, attainment and innovation levels is the way forward. It is vitally important that our young people are able and equipped to respond flexibly to the many opportunities and challenges that lie ahead. We must also recognise that we will need to be innovative and determined in delivering this change, given that the European Union's *Entrepreneurship Action Plan* has set a similar agenda for the whole of the EU.

Actions stemming from the *Entrepreneurship Action Plan* and *Learning Country: Learning Pathways 14-19* are already making headway in achieving these goals. The *Skills and Employment Action Plan* also identifies ways forward in bridging the education, skills and economic agendas. Engagement between business and education is not a luxury. It is essential to long-term sustainability and can bring immediate benefits.

The need for enterprise and entrepreneurship learning is important in helping to achieve these goals by:

- preparing our young people with confident and positive attitudes towards entrepreneurship
- equipping our young people with the skills, values and experiences they need to be entrepreneurially aware, active and successful

Putting these foundations in place will help start the entrepreneurship journeys of our young people and make the process of engaging with them in the future much more effective.

To develop and nurture self-sufficient, entrepreneurial young people in all communities across Wales, who will contribute positively to economic and social success.

yes delivers a commitment to equip our young people with the aspiration, confidence, experience and skills to want to create opportunities for themselves.

At the heart of this Strategy is a clear understanding that entrepreneurship is not something that just a few special people are born with.

Entrepreneurship education is about developing young people's attitudes and skills to help them realise their own potential. It is also about having the drive to turn ideas and opportunities into reality, enabling young people to be positive, proactive and successful in their approach to life and work.

Enterprise education is about providing the opportunity for young people to apply their skills and develop their understanding in practical ways.

In reality, the actions proposed in this Strategy cover both entrepreneurship and enterprise education in an integrated and seamless fashion.



A model for understanding and teaching entrepreneurship has been developed which, for the first time, breaks it down into transferable skills and measurable outcomes.

The ACRO model presents four key dimensions of entrepreneurial behaviour: Attitude, Creativity, Relationships and Organisation.

Attitude

- Self-knowledge, belief and confidence
- Motivation
- Determination
- Aspiration
- Competitiveness

Creativity

- Problem solving
- Innovation
- Spotting and creating opportunities
- Lateral thinking and ideas generation

This model gives a meaningful structure to the concept of entrepreneurship, allowing it to be aligned with essential skills.

Relationships

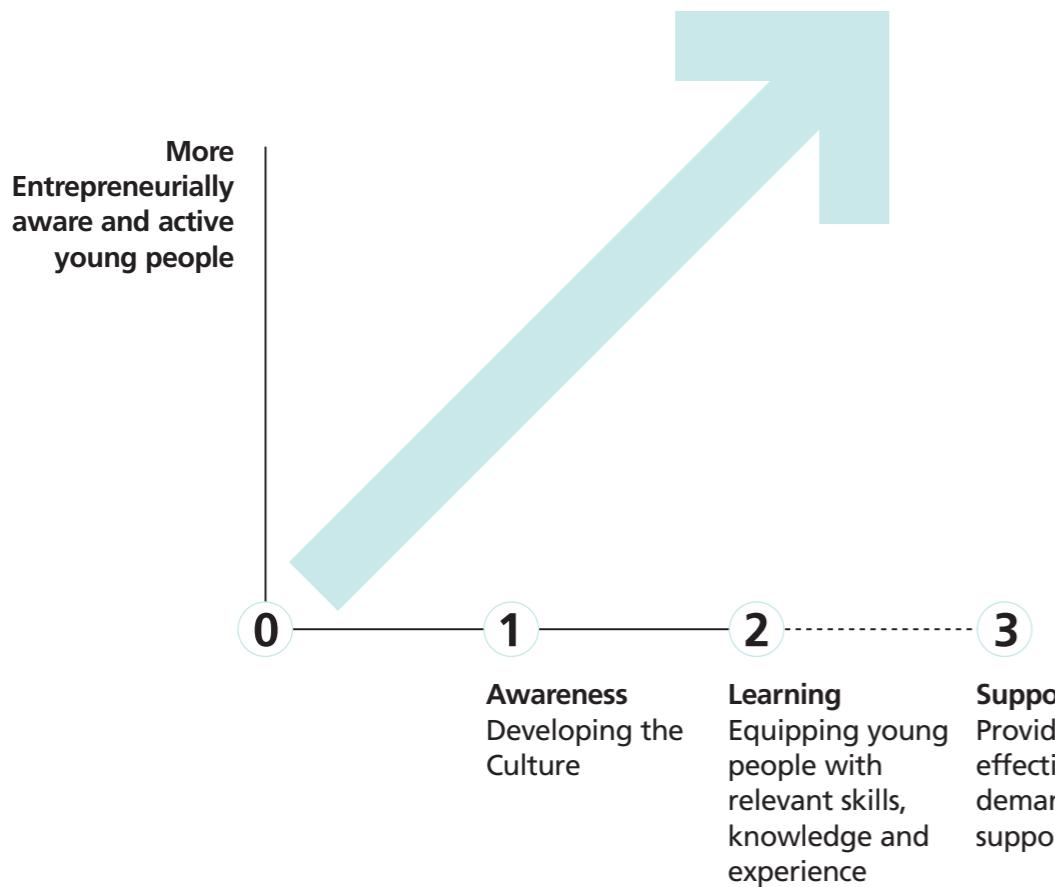
- Communication
- Working with others
- Managing difficult situations
- Negotiation, persuasion, and influence
- Presentation

Organisation

- Planning
- Managing resources
- Decision-making
- Managing risk
- Research and understanding the environment
- Vision and goal-setting



yes proposes delivering this model of entrepreneurship education through three main Action Areas based on Awareness, Learning and Support.



The entrepreneurship journey of young people progresses from increased awareness and positive attitudes, to learning entrepreneurial skills, through to practicing enterprise. For some, this will eventually mean starting a business but it is neither desirable nor appropriate to expect everyone to go that far.

However, the skills, knowledge and experience gained on the journey will be valuable assets to young people in all aspects of their lives, whether they choose to set

up in business, work in a public or voluntary sector organisation, a multi-national industry or one of Wales' many small and medium-sized enterprises. Young people need dynamic entrepreneurial qualities to fulfil their potential, whatever they choose to do.

The delivery of this Strategy naturally involves the activities and support being available in both the main languages of Wales. It will also contribute to the Welsh Assembly Government's strategies on Sustainability, Equal Opportunities

and ICT. Opportunities to maximise the use of ICT and new media will be a particular priority for this Strategy.

It is crucial that the public, private and voluntary sectors take ownership of the vision and delivery actions. The success of this Strategy will ultimately depend on genuine commitment and partnership working by all stakeholders.

+ the plan

1. Awareness

Developing the culture

2. Learning

Equipping young people with relevant skills, knowledge and experience

3. Support

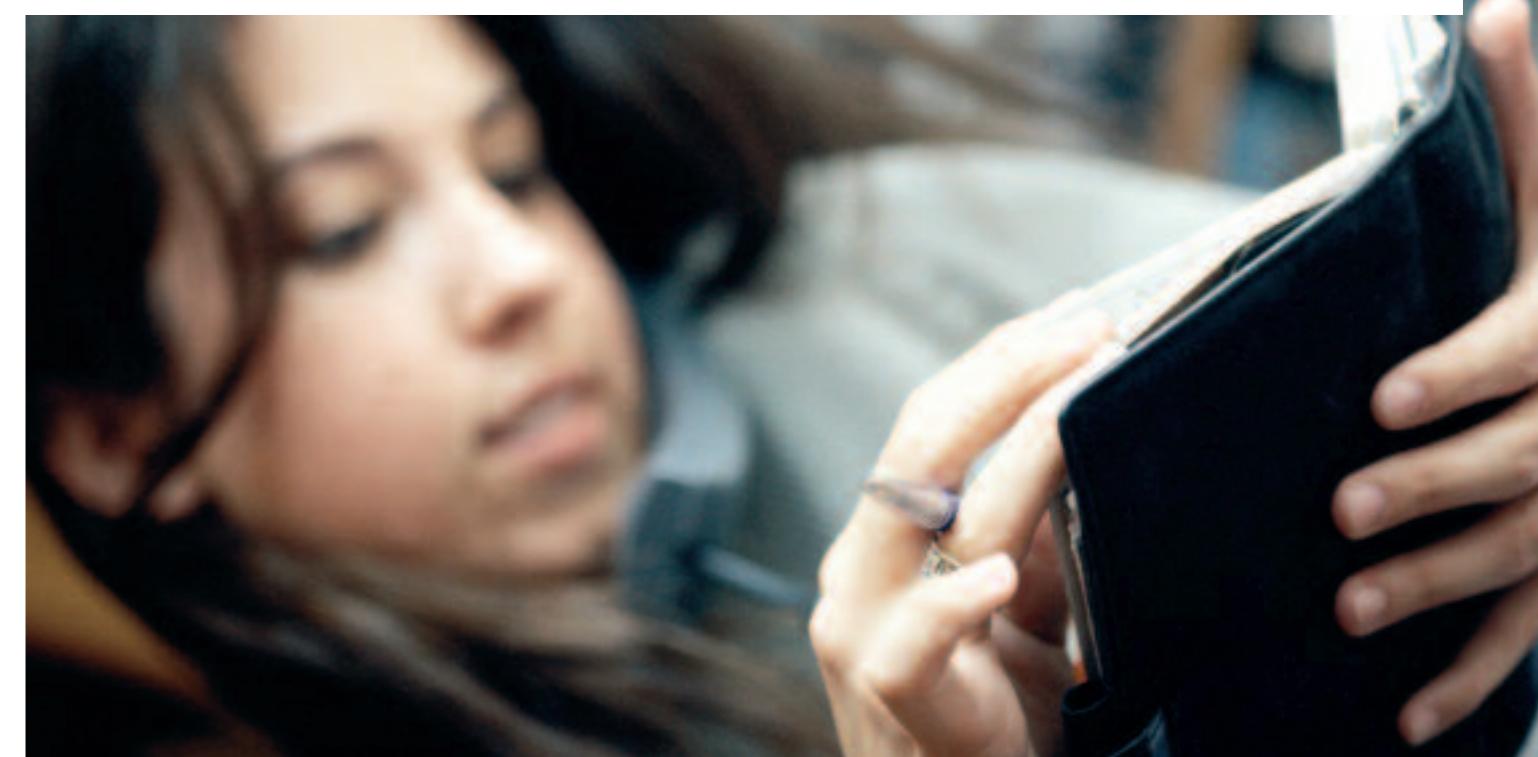
Providing an effective and demand-led support infrastructure

The Action Areas in this Strategy are each delivered through a number of strands of work.

Many of these strands are already being delivered successfully by a range of agencies, institutions and organisations. Where gaps or new opportunities have been identified, these can be addressed in many

cases by integrating complementary strands of work, partnership working and making more effective use of existing resources.

The Action Areas and Subsidiary Actions are summarised in Annex 1, along with lead responsibilities and timetables.



+ the plan

Action Area 1 Awareness – Developing the Culture



- **Deliver a communications campaign to raise awareness of enterprise and entrepreneurship among young people**
- **Encourage all primary, secondary and special schools to include a strategy for enterprise and entrepreneurship within their development plans**
- **Support all FE and HE institutions in embedding entrepreneurship within their strategic planning processes**
- **Support CCETs, YPPs and 14-19 Networks to develop a strategic role stimulating entrepreneurship education**
- **Encourage all organisations working with children and young people, both within and outside formal education, to embrace enterprise and entrepreneurship in their provision**
- **Support employers in promoting the value of entrepreneurship to their young employees**

A key goal of this Strategy is to create an entrepreneurial culture among our young people. It is equally important however, that institutions and intermediaries are persuaded of the value of the entrepreneurial culture and embed it in their organisational ethos.

Under Key Action 1 of the *EAP*, the Dynamo project is already making progress in developing the attitudes of young people in schools. This initiative will now also focus on the needs of young people in the post 16 environment and provide clarity and direction for institutions and intermediary organisations.

Local Education Authorities, school governors and head teachers have an important part to play in encouraging adoption of this Strategy, providing guidance, promoting best practice and monitoring progress.

In Further and Higher Education, the WDA's Entrepreneurship Champions play a pivotal role in developing institutional strategies and engaging students across the board.

The Community Consortia for Education and Training (CCETs), 14-19 Networks and Young People's Partnerships (YPPs) have a strategic role in raising the profile of entrepreneurship.

Engaging with young people outside the formal education system, especially the young unemployed, is a challenge. Self-employment or starting a business may not be seen as viable career path for many but working in partnership with Careers Wales and Job Centre Plus, as well as community and youth organisations, there are opportunities to engage with this group in order to build confidence and motivation.

As *Future Skills Wales 2003 Generic Skills Survey* demonstrated, employers value entrepreneurial attitudes in their young employees. The WDA can play a lead role in encouraging public sector employers to embrace the concept of 'intrapreneurship'.

The private sector itself will need to demonstrate its commitment by acting as positive role models for young people. Partners such as the Chambers of Commerce, CBI, IoD, FSB and the Trade Unions are well placed to promote the benefits of engaging with education and promoting the value of entrepreneurial skills to their membership.

+ the plan

Action Area 2 Learning – Equipping young people with relevant skills, knowledge and experience

- Embed enterprise and entrepreneurship within the school curriculum
- Embed enterprise and entrepreneurship within curriculum development in FE and HE
- Maximise the use of existing resources and develop new materials to support enterprise and entrepreneurship learning, both within and outside formal education
- Provide opportunities to apply entrepreneurial skills

Embedding enterprise and entrepreneurship as a cross-cutting theme in our education system will ensure our young people are best able to respond positively to opportunities. The WDA and ACCAC will support this process by developing and distributing materials for use in schools and colleges. Local Education Authorities have an important role promoting the use of these materials.

To ensure the materials are used effectively in the classroom, it is crucial that teachers are engaged in order to develop their

understanding of the benefits of enterprise and entrepreneurship education. Tailored training in the use of the materials must include an understanding of the concept of entrepreneurship.

HEFCW and QAA will need to play a similar role in supporting and enabling Higher Education institutions to establish enterprise and entrepreneurship elements within existing and proposed courses. Quality benchmarks must be integrated from the outset.

The WDA will work with partners including, amongst others, individuals engaged in entrepreneurship education and entrepreneurs, to develop additional resource materials for use in entrepreneurship learning both within and outside formal education. This work will be guided by the mapping exercise of existing activities conducted in 2003.

Giving young people the opportunity to develop their knowledge and experience of enterprise is crucial if they are

to enter the world of work with the confidence to act in entrepreneurial ways. While there is extensive education business links activity and a range of extra-curricular opportunities, with many examples of good practice, provision is variable across Wales. The WDA will continue to work closely with key partners to ensure that a range of opportunities is available at all stages of the young person's development.



+ the plan

Action Area 3 Support – Providing an effective and demand-led support infrastructure

- Deliver a targeted marketing campaign for under 25s
- Develop a customer-focused business support service
- Promote best practice and develop peer support networks
- Facilitate innovation, knowledge transfer and commercialisation

Only a very small proportion of young people will decide to start a business while they are under 25 years old but for those who do, it is crucial that a responsive support infrastructure is in place. Their lack of confidence, skills and experience sets them apart from other start-up entrepreneurs and their needs require a specialist response. Their potential to start up in new sectors is crucial for developing the knowledge economy.

In the first instance, this means developing an integrated marketing campaign for this target audience as part of the EAP communications strategy, with Business Eye as the gateway for referral.

There are a number of disparate business support initiatives targeting young entrepreneurs. These need to be moulded into an integrated support service which includes training, mentoring, consultancy and financial support, as appropriate for each individual. During the start-up process, the emphasis must continue to be on learning and skills development in order to improve the success and sustainability of these new businesses.

While it is important to disseminate best practice between institutions, it is also necessary that young entrepreneurs develop both peer-to-peer and mentored relationships with the wider business community. Evidence suggests strongly that successful entrepreneurs often seek advice and support from other entrepreneurs. Enterprise clubs offer an opportunity to develop these relationships.



Innovation and entrepreneurship share many common goals and there are significant benefits from closer integration of EAP and Wales for Innovation activities. These include increasing the number of viable and innovative ideas through knowledge transfer in Further and Higher Education; developing high-quality environments in which these ideas can flourish, such as incubation centres, Techniums and CETICs; and maximising the commercial opportunities through initiatives such as the Technology Commercialisation Centre and Spinout Wales.

In Higher Education, economic development activity will be facilitated by incorporating earlier initiatives into HEFCW's Third Mission Fund.

-+ monitoring & evaluation

yes must be viewed as a long-term investment in the entrepreneurial potential, confidence, skills and abilities of Wales' young people.

In order to measure impact it is important to get the right mix of qualitative and quantitative indicators. The WDA will commission this research, in partnership with WAG, Estyn and ACCAC.

Individual projects and initiatives will have their own monitoring and evaluation processes in place. However, it is crucial that we understand the gross impact of the Strategy as a whole. A Monitoring and

Evaluation Panel will be established to inform the response to changing strategic needs. The Panel will include representation from the key stakeholders in economic development and education.



Measuring Qualitative Impact

- Establish a baseline of entrepreneurial skills and attitudes among young people in order to enable longitudinal monitoring and evaluation of **yes** through a tracking study. The ACRO model and its components will be used to measure added-value and impact on individuals. This may form the basis for Estyn thematic inspection in the longer term.
- Establish quality benchmarks to ensure continuous improvement of materials, resources and activities.

Measuring Quantitative Impact

- Measure against the targets of individual initiatives and projects, specifically including:
 - the number of young people experiencing enterprise and entrepreneurship education.
 - the number of young people considering self-employment as a viable career option.
- Measure progress against a set of high-level key performance indicators, including:
 - levels of youth economic inactivity and unemployment.
 - levels of entrepreneurial activity among the under 25s.
 - the number of business starts in sectors associated with young people (e.g. creative industries, ICT).
 - comparative data from other European and global regions.

+ annex 1: action area

Awareness – Developing the culture

Action Area	Lead Body	Subsidiary Actions	Target Commencement Date
Deliver a communications campaign to raise awareness of enterprise and entrepreneurship among young people.	WDA	Develop and expand the Dynamo communications campaign, role model programme and innovative Dynamo Tour in Pod exhibition.	Ongoing
	WDA	Support the work of partner organisations by developing appropriate resource materials, maximising the use of ICT and new media.	2004
	WDA / Careers Wales	Deliver a programme of training for teachers, careers advisers and others in the understanding of entrepreneurship and the use of materials and resources.	2005
	WDA / Careers Wales	Develop a calendar of awareness-raising events and awards e.g. Enterprise Week, Careers Wales Quality Award.	2004
	WDA / HEFCW	Raise awareness of opportunities that exist for young people in Wales and those who wish to return to Wales, through initiatives such as Llwybro and GO Wales.	Ongoing
Encourage all primary, secondary and special schools to include a strategy for enterprise and entrepreneurship within their development plans.	Local Authorities	Build links between local Economic Development & Regeneration Plans and Education Development Plans.	2005
	LEAs	Include enterprise and entrepreneurship in guidance for school development plans.	2005
	Governors	Assist schools to develop, plan and monitor the delivery of enterprise and entrepreneurship education.	2006
	Head Teachers	Encourage the inclusion of enterprise and entrepreneurship as part of the portfolio of school curriculum leaders.	2005

Action Area	Lead Body	Subsidiary Actions	Target Commencement Date
Support all FE and HE institutions in embedding entrepreneurship within their strategic planning processes.	ELWa	Adopt a strategic approach to entrepreneurship education in all post 16 providers' annual planning processes e.g. FE institutional plans.	2004
	WDA	Work with FE and HE Institutions to develop and monitor institutional strategic entrepreneurship plans.	Ongoing
	HEFCW	Work with HE institutions to set out intentions for enterprise and entrepreneurship through Third Mission plans and HEI learning and teaching strategies.	Ongoing
	FEIs / HEIs	Include enterprise and entrepreneurship within the portfolio of a member of the senior management team / directorate of institution.	Ongoing
	FEIs / HEIs / Fforwm	Plan and monitor delivery of the strategy and share good practice, both internally and externally e.g. establish Entrepreneurship and Enterprise Steering Groups.	Ongoing
Support CCETs, YPPs and 14-19 Networks to develop a strategic role stimulating entrepreneurship education.	ELWa	Include specific guidance to CCETs on their approach to entrepreneurship education within CCET annual recommendations.	2005
	WAG	Encourage 14-19 Networks and YPPS to focus on raising the profile of entrepreneurship education.	2005
	WDA	Encourage youth organisations to embrace entrepreneurship and enterprise in their activities and programmes.	2005
Encourage all organisations working with children and young people, both within and outside formal education, to embrace enterprise and entrepreneurship in their provision.	Careers Wales / Delivery Partners	Implement the Careers Wales Entrepreneurship Action Plan.	Ongoing
	Careers Wales / Delivery Partners	Review delivery methods with a view to maximising opportunities for students to develop entrepreneurial characteristics.	2005
Support employers in promoting the value of entrepreneurship to their young employees.	WDA	Work with partners, including CBI, FSB, IoD, Chambers of Commerce and Trade Unions to promote awareness of the benefits of entrepreneurship skills among employers.	Ongoing
	WAG	Link with Employer Award for work related education to raise awareness of the benefits of entrepreneurship.	2006
	WDA	Encourage public sector organisations to develop models of 'intrapreneurship'. As part of this process, encourage private sector based placements and secondments.	2005
	ELWa	Develop an entrepreneurship and enterprise element within the Investors in People Award.	2005

+ annex 1: action area

Learning – Equipping young people with relevant skills, knowledge and experience

Action Area	Lead Body	Subsidiary Actions	Target Commencement Date	Action Area	Lead Body	Subsidiary Actions	Target Commencement Date
Embed enterprise and entrepreneurship within the school curriculum.	WDA / ACCAC	Develop, publish and distribute enterprise and entrepreneurship curriculum materials.	Ongoing	Maximise use of existing resources and develop new materials to support entrepreneurship and enterprise learning, both within and outside formal education.	WDA / Careers Wales / Delivery Partners	Develop new resources as identified in the mapping exercise conducted in 2003.	Ongoing
	WDA	Develop and provide appropriate training for schools and colleges in the use of the curriculum materials.	2005				
	LEAs	Provide advisory support to schools for implementation.	2005				
	WDA	Develop appropriate learning materials highlighting the importance of social entrepreneurship.	2005				
	WDA	Incorporate enterprise and entrepreneurship training opportunities in the Better Schools Fund.	Ongoing				
	ACCAC	Provide guidance to schools on the implementation of the revised curriculum 5-19, including the promotion of enterprise and entrepreneurship.	2007				
	WAG	Support the widespread adoption of Estyn's approach to entrepreneurship as described in the Common Inspection Framework.	2005				
Embed entrepreneurship and enterprise within curriculum development in FE and HE.	HEIs	Establish guidelines to embed enterprise and entrepreneurship within the validation process.	2005	Provide opportunities to apply entrepreneurial skills.	WDA / Delivery Partners	Provide young people (14-19) with opportunities to apply entrepreneurial skills e.g. through WRE, education business activities, Students In Free Enterprise (SIFE).	Ongoing
	Ffowm / QAA	Encourage the inclusion of enterprise and entrepreneurship within all subject benchmarks.	2006				
	HEFCW / QAA / HEIs	Ensure enterprise and entrepreneurship are within the framework for HE qualifications.	2006				
	Professional Bodies (e.g. ACCA / CIM) IEE / CIPD	Acknowledge enterprise and entrepreneurship within accreditation processes.	2005				

+ annex 1: action plan

Support – Providing an effective and demand-led support infrastructure

Action Area	Lead Body	Subsidiary Actions	Target Commencement Date
Develop a targeted marketing campaign for the under 25s.	WDA	Under Key Action 1 of the EAP, develop a targeted marketing campaign to signpost young people to the support services available.	2005
Provide a customer-focused business support service.	WDA / Delivery Partners	Review effectiveness of existing initiatives and integrate as demand-led support services for those seeking to set up in business.	2004
	WDA	Provide continuing support for businesses with growth potential.	Ongoing
Promote best practice and develop peer support networks.	WDA	Facilitate the spread of good practice between institutions through communications and events.	2005
	WDA / FEIs / HEIs	Maximise networking opportunities through the development of enterprise clubs.	2004
Facilitate innovation, knowledge transfer and commercialisation.	WDA	Facilitate the generation of innovative ideas and knowledge transfer within FE and HE institutions.	Ongoing
	WDA / FEIs / HEIs	Provide high-quality environments to develop innovative businesses e.g. incubation centres, Techniums, CETICS.	Ongoing
	WDA	Support the work of the Technology Commercialisation Centre to identify high-growth spinout opportunities.	Ongoing
	HEFCW	Incorporate earlier initiatives into HEFCW's 'Third Mission Fund', to deliver a single stream of funding in support of third mission activities in HE.	Ongoing

+ annex 2: contributors

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Executive Support

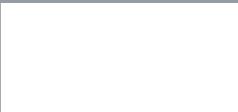
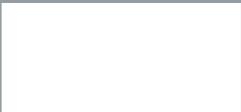
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Special thanks to:

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Strategaeth Menter ac Entreprenuriaeth leuenctid i Gymru

-t- ie



-+ cynnwys

Rhagair gan y Gweinidogion	01
Cyflwyniad	02
Cyd-Destun	04
Gweledigaeth	08
Y Cynllun	11
Monitro a Gwerthuso	18
Atodiad 1: Cynllun Gweithredu	20
Atodiad 2: Cyfranwyr	25

-+ rhagair gan y gweinidogion

Mae entreprenoriaeth yn ganolog i weledigaeth Llywodraeth Cynulliad Cymru i'r dyfodol. Yn *Cymru: Gwlad Well, rydym yn cydnabod bod adeiladu Cymru gystadleuol, cynaliadwy a llwyddiannus yn fuddsoddiad hirdymor.*

I gyflawni'r nodau hyn mae'n rhaid i ni arfogi ein pobl ifanc â'r agweddau, gwerthoedd a'r sgiliau i lwyddo ym maes addysg ac hefyd yn y byd gwaith. Mae'n rhaid i'n pobl ifanc ni deimlo'n hyderus entreprenoriaidd i chwarae rhan llawn a gweithgar yn yr economi.

Mae'r Strategaeth Menter ac Entreprenoriaeth leuenctid i Gymru (**ie**) wedi'i ymrwymo at droi'r dyheadau hyn yn realiti yng Nghymru. targedau gyrfa a dysgu personol.

Caiff y negeseuon craidd hyn hefyd eu hymgorffori mewn ystod o bolisiâu gan Lywodraeth y Cynulliad. Mae *Y Wlad sy'n Dysgu: Llwybrau Dysgu 14-19* yn cydnabod yr angen am elfennau arbrofol yn natblygiad pobl ifanc. Mae'r *Cynllun Gweithredu Entreprenoriaeth a Cymru o Blaid Arloesi* yn tanlinellu pwysigrwydd cenhedu'r diwylliant a'r hinsawdd iawn ar gyfer llwyddiant cynhenid.

Mae'r *Arolwg Sgiliau Generig 2003 Sgiliau Difodol Cymru* yn tanlinellu ymhellach yr arwyddocâd a ymlynir gan gyflogwyr Cymru i sgiliau 'meddal' megis gweithio mewn tîm, creadigedd a gweithrediad.

Edrychwn ar ddatblygiad sgiliau entreprenoriaeth, gwerthoedd ac agweddau fel rhan o lwybr oes o ddysgu sydd yn hanfodol i brofiadau person ifanc, o'r ysgol drwy goleg a phrifysgol i'r byd gwaith.

Mae'r caffaediadau a'r profiadau hyn yn berthnasol a chymwys o fewn holl gamau addysg ffurfiol a thu hwnt - mewn gwaith, wrth ddechrau busnes, a thrwy oes o osod targedau gyrfa a dysgu personol.

Cadarnha **ie** fod sgiliau entreprenoriaeth yn ehangach na chreu busnesau newydd yn unig. Mae arnom angen entreprenoriaid o fewn y sector gyhoeddus ac entreprenoriaid cymdeithasol i foderneiddio gwasanaethau cyhoeddus a chryfhau potensial cymunedau, yn ogystal â'r rheiny sydd yn creu ac yn rheoli eu busnesau cynhenid eu hunain.

Mae **ie** yn cydnabod bod camau cadarn eisoes yn cael eu cymryd tuag at nodau a thargedau allweddol. Mae'n cynnig modelau cyffredin o ddysgu a gweithredu entreprenoriaeth i bob partner yng Nghymru weithio tuag atynt. Yn ganolog i'w llwyddiant bydd ffocws clir ar anghenion ein

pobl ifanc wrth iddynt wneud eu ffordd drwy'r llwybr dysgu.

Mae gwaith pwysig eto i'w gyflawni, o godi ymwybyddiaeth a newid agweddau, i gynyddu gallu ein pobl ifanc i adnabod ac achub ar gyfleon menter. Nid ar bobl ifanc yn unig yr effeithir y newid diwylliannol hwn, ond ar y canolwyr a'r sefydliadau a gaiff dylanwad arnynt.

Dymuna Llywodraeth Cenedlaethol Cymru a WDA ddiolch i'r holl bartneriaid sydd wedi cyfrannu at ddatblygu'r Strategaeth hon. Edrychwn ymlaen at ei gweithredu gyda chi.

Jane Davidson AM, Gweinidog Addysg & Dysgu Cydol Oes

Andrew Davies AM, Gweinidog Datblygu Economaidd & Thrafnidiaeth



+ cyflwyniad

Mae'r Strategaeth hon yn darparu model cyffredin o ddysgu entreprenoriaeth ynghyd â fframwaith gweithredu a fydd yn galluogi pobl ifanc yng Nghymru i ddatblygu ymwybyddiaeth o entreprenoriaeth ac awydd i weithredu.

Bwriad y Strategaeth Menter ac Entreprenoriaeth leuenctid i Gymru yw cyfrannu at nodau Cymru: *Gwlad Well drwy'r Cynllun Gweithredu Entreprenoriaeth* (CGE) gan gefnogi ac annog entreprenoriaeth ymhliith pobl ifanc. Drwy weithio mewn partneriaeth, fe anela yn arbennig at:

- **alluogi ein sistem addysg i gyfrannu at greu diwylliant mwy mentrus**
- **hyrwyddo sgiliau menter y tu allan i addysg ffurfiol**
- **annog ymddygiad entreprenaidd mewn cyflogaeth**
- **ddatblygu'r strwythur gweithredu**
- **wella mynediad unigolion i gyfleo'n a llwybrau dysgu**

Cafodd y Strategaeth hon ei datblygu gan WDA mewn cydweithrediad â nifer o bartneriaid fel rhan o broses ymgynghori helaeth ac ymarfer mapio yn ystod 2003. Bu mewnbwn nifer o'r cyfranwyr a restrir yn Atodiad 2 yn arwyddocaol wrth lunio'r ddogfen hon.

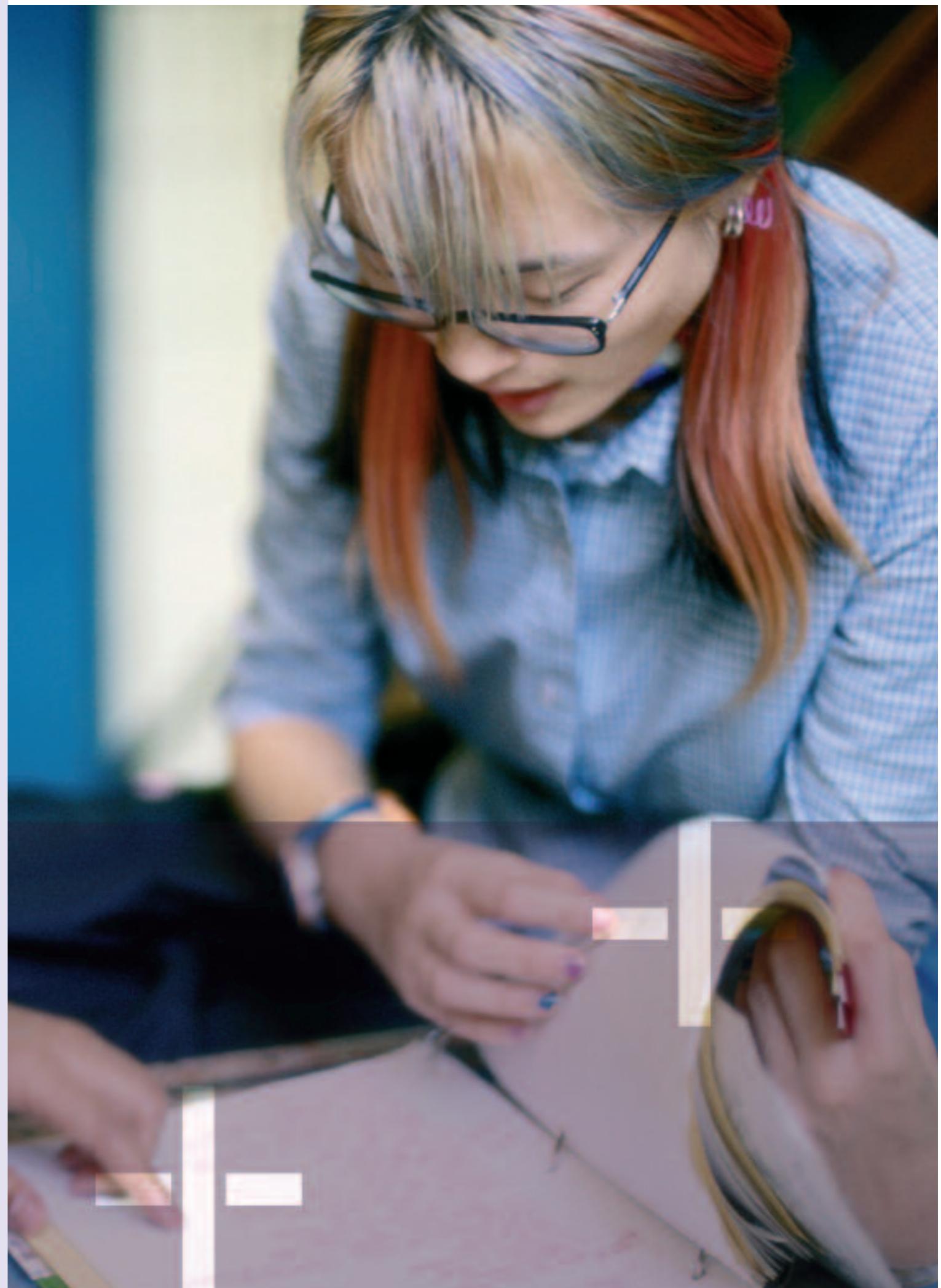
WDA fydd y prif gorff i weithredu'r Strategaeth hon fel rhan o Gamau Allweddol 1 a 2 y CGE ond, gan gydnabod yr angen am weithrediad ar y cyd gan nifer o asiantaethau a mudiadau, fe gaiff ei gwaith ei lywio gan Banel Monitro a Gwerthuso a fydd yn cynnwys cynrychiolwyr o'r prif hapddalwyr mewn datblygu economaidd ac addysg.

Am gopiâu o strategaethau Llywodraeth Cynulliad Cymru megis *Cymru'n Ennill, Y Wlad sy'n Dysgu: Llwybrau Dysgu 14-19 a Cymru o Blaid Arloesi*, cyfeiriwrh at wefan y Cynulliad Cenedlaethol www.wales.gov.uk

Mae copiâu o'r ddogfen hon a'r *Cynllun Gweithredu Entreprenoriaeth* ar gael gan y WDA:
Ffôn: 08457 77 55 66
Ebost: ymholiadau@wda.co.uk
Gwefan: www.wda.co.uk

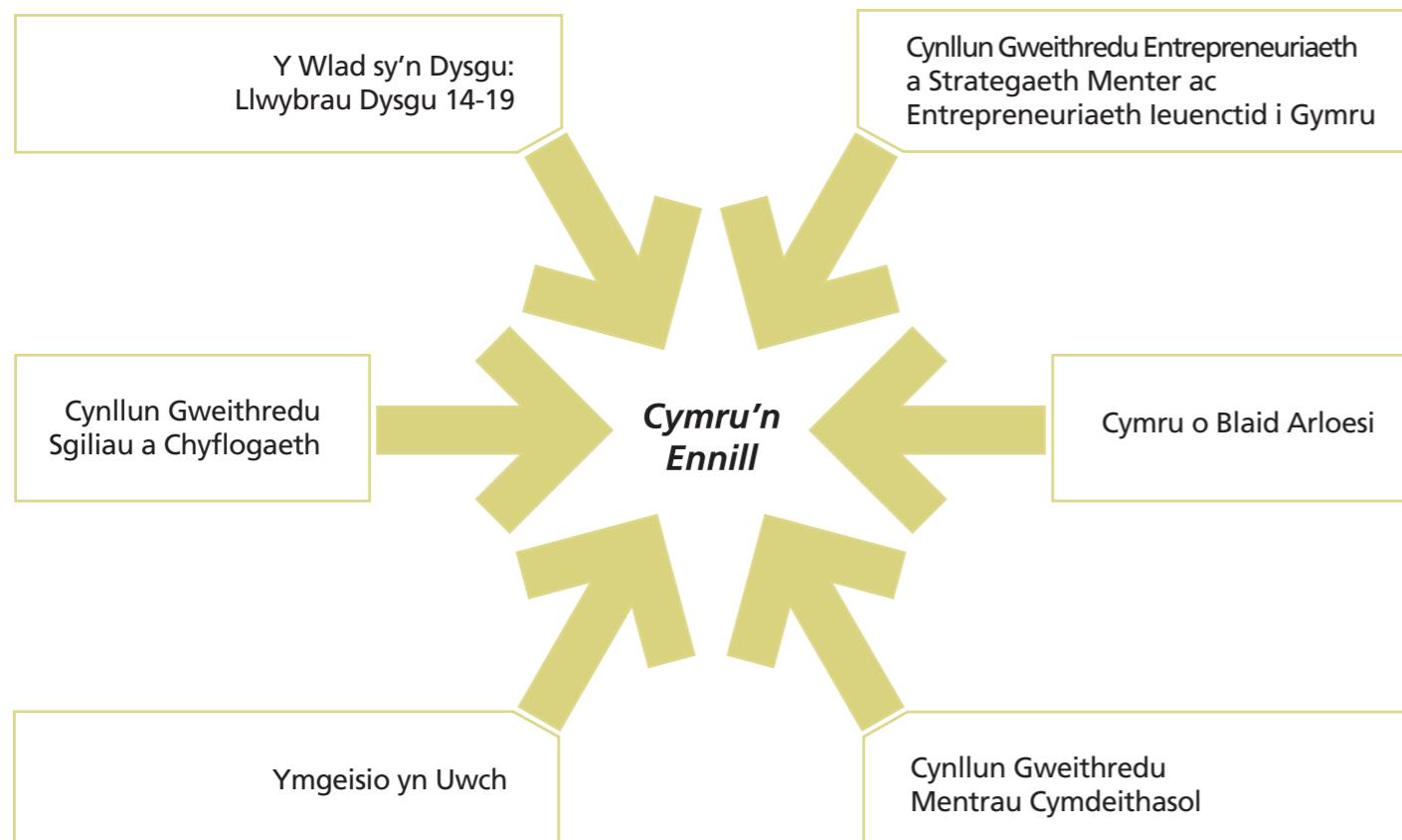
I ddefnyddwyr testun defnyddiwr y rhagddodiad 18001 08457 77 55 77 ar gyfer cyfleuster 'RNID Typetalk'.

Mae'r wybodaeth yma hefyd ar gael mewn print bras, Braille 'Moon' a fformatiau clywedol. Cysylltwch â ni am fanylion pellach.



+ cyd-destun

Mae'r 'angen' economaidd, sef cyd-destun y Strategaeth hon, bellach yn un cyfarwydd. Mae agenda strategol Llywodraeth Cynulliad Cymru, *Cymru: Gwlad Well, yn hyrwyddo gweledigaeth am "economi wahanol, cystadleuol, gwerth uchel gyda sgiliau ac addysg o ansawdd uchel, sydd yn lleihau gofyniadau ar yr amgylchedd."*



Yn ei Strategaeth Datblygu Economaidd Cenedlaethol, *Cymru'n Ennill*, mae Llywodraeth Cynulliad Cymru wedi gosod targedau uchelgeisiol i wella perfformiad yr economi Gymreig dros y 10 mlynedd nesaf. Caiff nifer o'r targedau hyn eu gweithredu drwy Gynlluniau Gweithredu sydd â ffocws ar themâu allweddol megis Sgiliau a Chyflogaeth, Arloesi ac Entreprenoriaeth, wrth ochr ystod o gynlluniau a strategaethau eraill. Amlinellir perthynas rhai o'r rhain i *Cymru'n Ennill* yn y diagram gyferbyn.





Mae'r darlun presennol yn dangos diweithdra isel mewn cymhariaeth â chyfartaledd y DU ond lefelau uwch o ddiffyg gweithgaredd economaidd. Nodweddir busnes gan niferoedd cymharol uchel o fusnesau mewn sectorau gwerth isel a nifer fach o fusnesau yn yr economi wybodaeth, lle mae mwy o botensial am dwf. Mae CDG Cymru y pen yn parhau i orwedd y tu ôl i ran fwyaf o ranbarthau eraill y DU a nifer o gyfatebwyr Ewropeaidd.

Mae hyrwyddo menter a meithrin busnesau a swyddi gwerth uchel ar draws pob cymuned yn nodau strategol allweddol. Cyfraniad menter ac entrepreneuriaeth yn y cyd-destun hwn yw cynyddu cystadleugarwch busnesau, annog blaengaredd a 'newydd-deb' yn yr economi, darparu meithrinfa am dwf i'r dyfodol, cynyddu hyblygrwydd economaidd, creu swyddi a lleihau allgáu cymdeithasol. Un agwedd sylfaenol o wella perfformiad economaidd fydd i leihau'r lefel o anweithgaredd economaidd drwy godi lefelau cyrhaeddiad ac uchelgais yn ein pobl ifanc.

Prif gaffaeliad Cymru wrth ghyflawni'r nodau hyn yw ein pobl ifanc, eu sgiliau, uchelgais ac egni. Os yw Cymru am fod yn fan lle mae mwy o bobl am greu a thyfu busnesau cynaliadwy, mae'n rhaid i'r cyfleoedd dysgu gydol oes cywir a'r gefnogaeth sgiliau fod mewn lle.

Mewn cymuned UE mwy ac economi byd-eang, nid yw cystadlu ar sail costau llafur rhatach yn ddewis cynaliadwy i Gymru. Cynyddu lefel sgiliau, cyrhaeddiad a blaengaredd yw'r ffordd ymlaen. Mae'n hanfodol bwysig fod ein pobl ifanc yn gallu ac yn barod i ymateb yn hyblyg i'r cyfleoedd niferus a'r sialensiau sydd o'u blaenau. Fe ddylwn adnabod hefyd y bydd yn rhaid i ni fod yn ddyeisgar ac yn benderfynol wrth weithredu'r newid hwn, gan ystyried fod *Cynllun Gweithredu Entrepreneuriaeth yr Undeb Ewropeaidd* wedi gosod agenda tebyg ar gyfer gweddill yr UE.

Mae gweithredoedd sydd yn deillio o'r *Cynllun Gweithredu Entrepreneuriaeth a Y Wlad sy'n Dysgu: Llwybrau Dysgu 14-19* eisoes

yn symud ymlaen i gyflawni'r nodau hyn. Mae'r *Cynllun Gweithredu Sgiliau a Chyflogaeth* hefyd yn adnabod ffyrdd i bontio'r agenda addysg, sgiliau ac economi. Nid yw'r cyswllt rhwng busnes ac addysg yn foethusrwydd - mae'n hanfodol i gynaladwyedd yn yr hirdymor a gall esgor ar fuddiannau yn uniongyrchol.

Mae'r angen am ddysgu menter ac entrepreneuriaeth yn bwysig er mwyn helpu cyflawni'r nodau hyn drwy:

- baratoi ein pobl ifanc gydag agweddau hyderus a chadarnhaol tuag at entrepreneuriaeth
- arfogi ein pobl ifanc â'r sgiliau, gwerthoedd a phrofiadau sydd eu hangen i fod yn entrepreneuriaidd mewn ffordd effro, gweithredol a llwyddiannus

Bydd gosod y sylfeini hyn yn eu lle yn helpu i ddechrau siwrnai entrepreneuriaeth ein pobl ifanc ac yn gwneud y broses o ailgydio yn y llwybrau hyn yn y dyfodol yn llawer mwy effeithiol.

+ gweledigaeth

Datblygu a meithrin pobl ifanc hunangynhaliol ac entreprenaidd ym mhob cymuned ar draws Cymru, a fydd yn **cyfrannu'n gadarnhaol at lwyddiant economaidd a chymdeithasol.**

Mae **ie** yn datgan ymrwymiad at arfogi ein pobl ifanc gyda'r dyhead, hyder, profiad a sgiliau i fod eisiau creu cyfleoedd iddynt hwy eu hunain.

Wrth galon y Strategaeth hon y mae dealltwriaeth glir nad yw entreprenaeth yn rhywbeth sy'n gynhenid mewn nifer fach o bobl arbennig yn unig.

Mae addysg Entrepreneuriaeth ynghlwm â datblygu agweddu a sgiliau pobl ifanc i'w helpu i gyflawni eu potensial. Y mae hefyd yn ymwneud â chael yr awydd i droi syniadau a chyfleoedd yn realiti, gan alluogi pobl ifanc i fod yn bositif, rhagweithiol a llwyddiannus yn eu golwg o fywyd a gwaith.

Mae addysg **Menter** ynghlwm â rhoi'r cyfle i bobl ifanc ddefnyddio eu sgiliau a datblygu dealltwriaeth mewn ffyrdd ymarferol.

Mewn realiti, mae'r gweithredoedd a argymhellir yn y Strategaeth hon yn cynnwys addysg entreprenaeth a menter mewn modd integredig.



Mae model wedi'i ddatblygu i ddeall a dysgu entreprenaeth, sydd am y tro cyntaf, yn gwahaniaethu rhwng sgiliau trosglwyddadwy ac allbynnau mesuradwy. Mae'r model hwn yn rhoi strwythur ystyrlon i'r cysniad o entreprenaeth, drwy atodi sgiliau angenrheidiol ato.

Mae'r model **ACPT** yn cyflwyno pedwar dimensiwn allweddol o ymddygiad entreprenaidd: **Agwedd**, **Creadigedd**, **Perthynas** a **Trefniadaeth**.

Agwedd

- Hunan wybodaeth, ffydd a hyder
- Cymhelliad
- Penderfyniad
- Dyhead
- Cystadleuaeth

Creadigedd

- Datrys problemau
- Dyfeisgarwch
- Adnabod a chreu cyfleoedd
- Meddwl ochrol a sbarduno syniadau

Perthynas

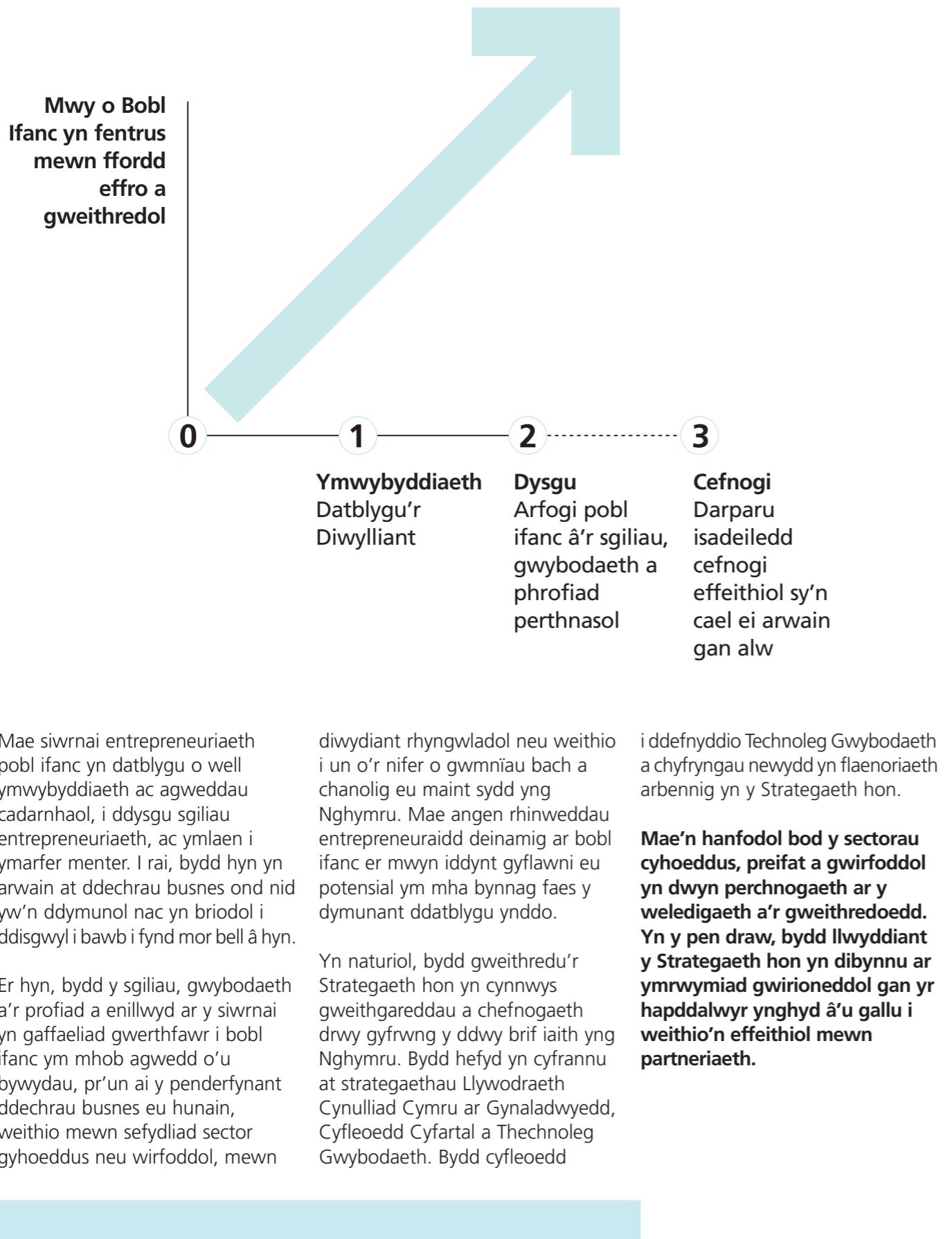
- Cyfathrebu
- Gweithio gydag eraill
- Rheoli sefyllfaedd anodd
- Trafod, argyhoeddi a dylanwadu
- Cyflwyno

Trefniadaeth

- Cynllunio
- Rheoli adnoddau
- Gwneud penderfyniadau
- Rheoli risg
- Ymchwil a deall yr amgylchedd
- Gweledigaeth a gosod nodau



Mae **ie** yn cynnig gweithredu'r model hwn o addysg entrepreneuriaeth drwy dri prif Parth Gweithredu sydd wedi eu seilio ar Ymwybyddiaeth, Dysgu a Cefnogi.



+ y cynllun

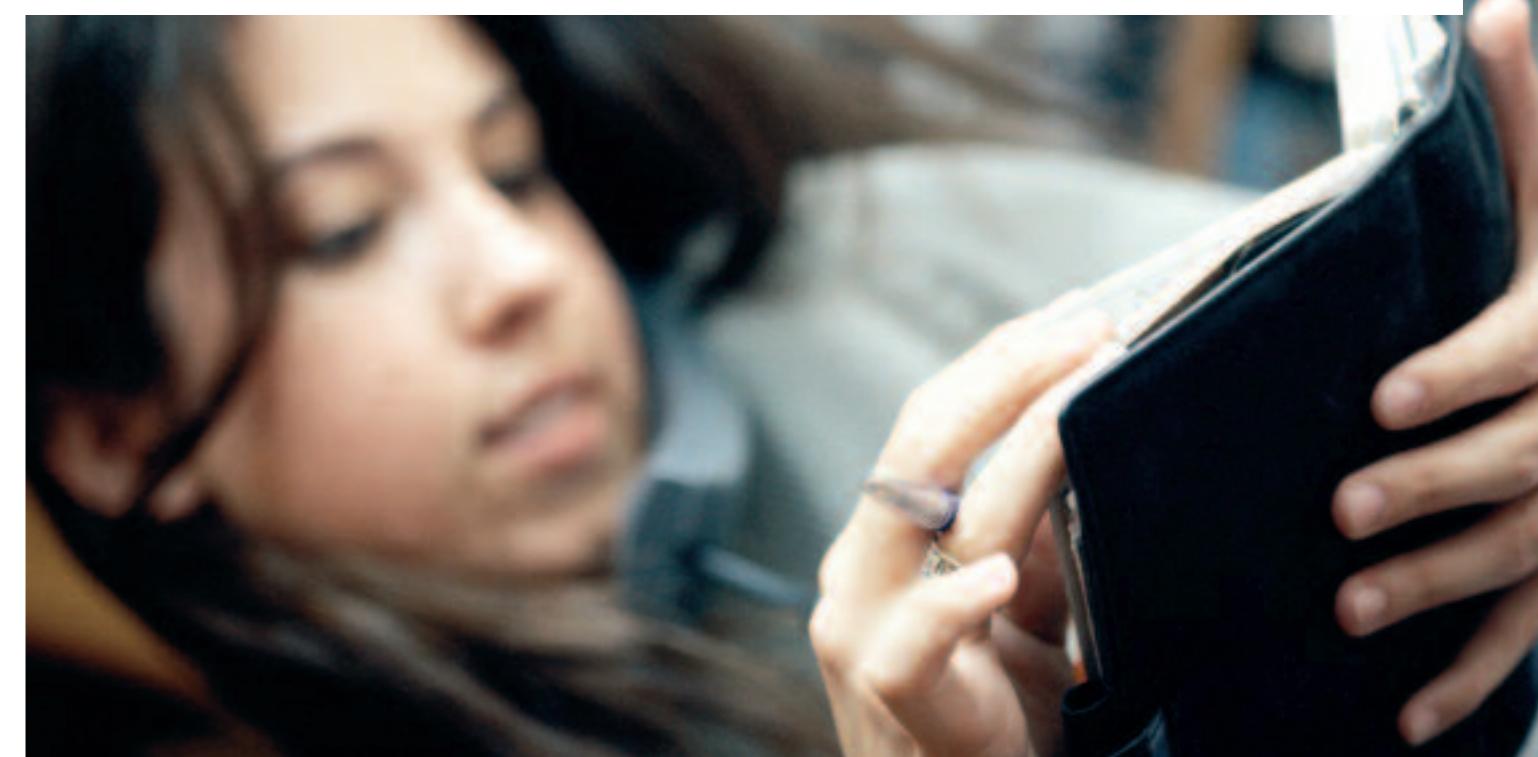
- 1. Ymwybyddiaeth** Datblygu'r diwylliant
- 2. Dysgu** Arfogi pobl ifanc â'r sgiliau, gwybodaeth a phrofiad perthnasol
- 3. Cefnogi** Darparu isadeiledd cefnogi effeithiol sy'n cael ei arwain gan alw

Caiff y Parthau Gweithredu yn y Strategaeth hon eu cyflawni drwy nifer o llynnaau gwaith.

Mae llawer o'r llynnaau hyn eisoes yn cael eu gweithredu'n llwyddiannus gan ystod o asiantaethau, sefydliadau a mudiadau. Ble mae bylchau neu gyfleoedd newydd wedi eu hadnabod, y mae modd

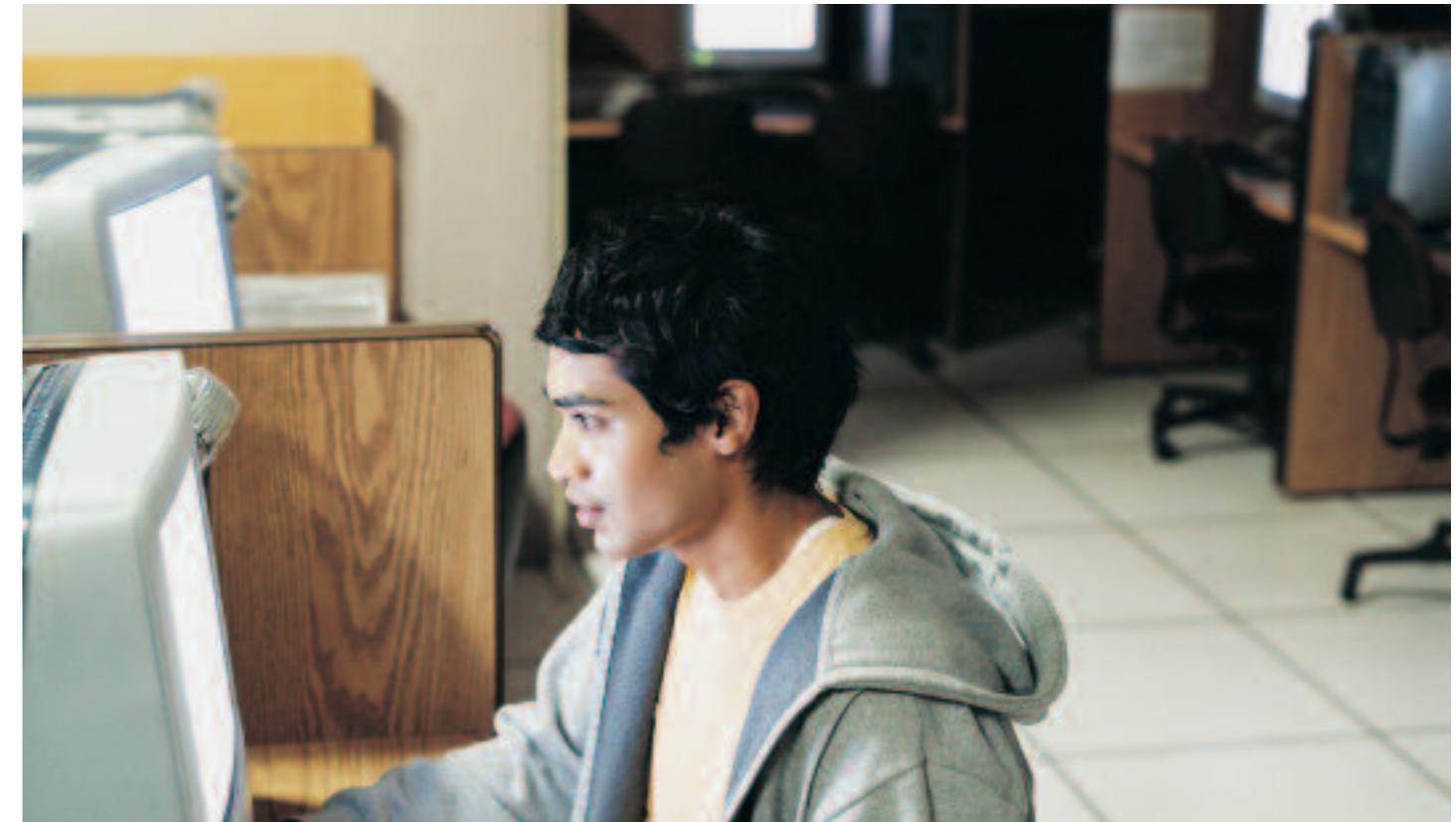
ymateb mewn sawl achos drwy integreiddio llynnaau gwaith cyflenwol, gweithio mewn partneriaeth a thrwy wneud defnydd mwy effeithiol o adnoddau presennol.

Caiff y Parthau Gweithredu a'r Gweithrediadau Atodol eu hamlinellu yn Atodiad 1, ynghyd â chyfrifoldebau arwain ac amserlenni.



+ y cynllun

Parth Gweithredu 1 Ymwybyddiaeth – Datblygu'r diwylliant



- **Gweithredu ymgrych gyfathrebu i godi ymwybyddiaeth o fenter ac entrepreneuriaeth ymhliith pobl ifanc**
- **Annog yr holl ysgolion cynradd, uwchradd ac arbennig i gynnwys strategaeth ar gyfer menter ac entrepreneuriaeth o fewn eu cynlluniau datblygu**
- **Cefnogi'r holl sefydliadau AB ac AU i osod entrepreneuriaeth o fewn eu prosesau cynllunio strategol**
- **Cefnogi CCETs, YPPs a Rhwydweithiau 14-19 i ddatblygu rôl strategol i ysgogi addysg entrepreneuriaeth**
- **Annog yr holl fudiadau sydd yn gweithio gyda phlant a phobl ifanc, o fewn a thu allan i addysg ffurfiol, i gynnwys menter ac entrepreneuriaeth yn eu darpariaeth**
- **Cefnogi cyflogwyr i hyrwyddo gwerth entrepreneuriaeth i'w cyfleoedd i groesawu'r cysniad o 'intrapreneuriaeth'**

Nod allweddol yn y Strategaeth hon yw creu diwylliant mentrus ymhliith ein pobl ifanc. Y mae yr un mor bwysig, foddy bynnag, bod sefydliadau a chanolwyr yn cael eu hargyhoeddi o werth diwylliant mentrus ac yn ei osod yn eu hethos sefydliadol.

O dan Cam Allweddol 1 o'r CGE, mae'r prosiect Dynamo eisoes yn gwneud cynnydd wrth ddatblygu agweddu pobl ifanc mewn ysgolion. Bydd y cynllun hwn hefyd nawr yn ffocysu ar anghenion pobl ifanc yn yr amgylchedd ôl 16 ac yn darparu eglurder a chyfeiriad i sefydliadau a mudiadau canolog.

Mae gan Awdurdodau Addysg Lleol, Ilywodraethwyr ysgol a phrifathrawon rhan bwysig i chwarae i annog mabwysiadu'r Strategaeth hon, wrth ddarparu cyngor, hyrwyddo arfer da a monitro cynnydd.

O fewn Addysg Bellach ac Addysg Uwch, mae Pencampwyr Menter WDA yn chwarae rhan ganolog yn natblygiad strategaethau sefydliadol ac yn y cyswllt â myfyrwyr.

Mae i'r Consortia Cymunedol ar gyfer Addysg a Hyfforddiant (CCETs), Rhwydweithiau 14-19 a Phartneriaethau Pobl Ifanc (YPPs) rôl strategol i godi proffil entrepreneuriaeth.

Mae cysylltu â phobl ifanc y tu allan i'r system addysg ffurfiol, yn enwedig y di-waith ifanc, yn her. Ni fydd hunangyflogaeth na dechrau busnes yn cael ei ystyried fel llwybr gyrra posibl gan lawer, ond drwy weithio mewn partneriaeth â Gyfra Cymru a Canolfan Byd Gwaith, yn ogystal â mudiadau ieuenctid a chymunedol, mae cyfleoedd i gysylltu â'r grŵp hwn er mwyn adeiladu hyder ac ysgogiad.

Yn y modd mae *Sgiliau Dyfodol Cymru* wedi dangos, mae cyflogwyr yn gwerthfawrogi agweddu mentrus yn eu cyfleoedd i groesawu'r cysniad o 'intrapreneuriaeth'. Gall WDA chwarae rhan arweiniol yn annog cyflogwyr sector gyhoeddus i groesawu'r cysniad o 'intrapreneuriaeth'.

Bydd yn rhaid i'r sector breifat ei hun ddangos ei ymrwymiad drwy gyflwyno modelau rôl cadarnhaol i bobl ifanc. Mae partneriaid megis Siambrau Masnach, CBI, IoD, FSB a'r Undebau Masnach oll mewn sefyllfa dda i hyrwyddo'r buddiannau o gysylltu ag addysg a hyrwyddo gwerth sgiliau entrepreneuraidd i'w haelodau.

+ y cynllun

Parth Gweithredu 2 Dysgu – Arfogi pobl ifanc â'r sgiliau, gwybodaeth a phrofiad perthnasol

- Gosod menter ac entrepreneuriaeth o fewn cwricwlwm yr ysgol
- Gosod menter ac entrepreneuriaeth o fewn datblygiad cwricwlwm AB ac AU
- Amlhau'r defnydd o adnoddau presennol a datblygu deunyddiau newydd i gefnogi dysgu menter ac entrepreneuriaeth, o fewn a thu allan i addysg ffurfiol
- Darparu cyfleoedd i ddefnyddio sgiliau entrepreneuraid

Bydd gosod menter ac entrepreneuriaeth fel thema drawstoriadol yn ein system addysg yn sicrhau bod ein pobl ifanc mewn gwell sefyllfa i ymateb yn gadarnhaol i gyfleoedd. Bydd WDA ac ACCAC yn cefnogi'r broses hon drwy ddatblygu a dosbarthu deunyddiau at ddefnydd ysgolion a cholegau. Mae rôl bwysig gan yr Awdurdodau Addysg Lleol i hyrwyddo defnydd o'r deunyddiau hyn.

I sicrhau y caiff deunyddiau eu defnyddio'n effeithiol yn y dosbarth, mae'n hanfodol cael meincnodau ansawdd o'r dechrau.

datblygu eu dealltwriaeth hwy o fuddiannau addysg menter ac addysg entrepreneuriaeth. Dylai'r hyfforddiant ar ddefnyddio'r deunyddiau gynnwys dealltwriaeth o'r cysniad o entrepreneuriaeth.

Bydd yn rhaid i HEFCW a ASA(QAA) chwarae rhan cyffelyb yn cefnogi ac yn galluogi sefydliadau addysg uwch i sefydlu menter ac elfennau entrepreneuriaeth o fewn eu cyrsiau presennol a newydd.

I'r diben hwn, dylid integreiddio meincnodau ansawdd o'r dechrau.

Bydd WDA yn gweithio gyda phartneriaid, a fydd yn cynnwys ymhliith eraill, unigolion sydd yn gysylltiedig ag addysg entrepreneuriaeth ac entrepreneuriaid, i ddatblygu adnoddau ychwanegol at ddefnydd dysgu mentergarwch o fewn a thu allan i addysg ffurfiol. Caiff y gwaith hwn ei gyfeirio gan yr ymarfer mapio o weithgareddau presennol a gyflawnwyd yn 2003.

Mae rhoi'r cyfle i bobl ifanc ddatblygu eu gwybodaeth a'u profiad o fenter yn hanfodol os ydynt am ddechrau eu hoes gwaith gyda'r hyder i

weithredu mewn ffyrdd entrepreneuraid. Tra bod gweithgaredd cysylltu addysg a busnes eang ac ystod o gyfleoedd ôl-gwriciwlars, gyda nifer o enghreifftiau o arfer da, mae'r ddarpariaeth yn amrywio ar draws Cymru. Bydd WDA yn parhau i weithio'n agos â phartneriaid allweddol i sicrhau bod ystod o gyfleoedd ar gael ar bob cam o ddatblygiad person ifanc.



+ y cynllun

Parth Gweithredu 3 Cefnogi – Darparu isadeiledd cefnogi effeithiol sy'n cael ei arwain gan alw.

- **Gweithredu ymgrych farchnata wedi'i dargedu at rai o dan 25oed**
- **Datblygu gwasanaeth cefnogi busnes gyda ffocws ar y cwsmer**
- **Hyrwyddo arfer da a datblygu rhwydweithiau cefnogi ei gilydd**
- **Hwyluso arloesi, trosglwyddo gwybodaeth a masnacheiddio**

Canran bychan o bobl ifanc yn unig fydd yn penderfynu dechrau busnes pan fyddant o dan 25 oed ond i'r rheiny sydd yn penderfynu gwneud hynny, mae'n holl bwysig bod isadeiledd gefnogi ymatebol mewn lle. Mae eu diffyg hyder, sgiliau a phrofiad yn eu gosod ar wahân i entrepreneuriaid eraill sydd yn dechrau busnes ac mae eu hanghenion yn gofyn am ymateb arbenigol. Mae eu potensial i ddechrau busnesau mewn sectorau newydd yn hanfodol i ddatblygiad yr economi wybodaeth.

Yn y lle cyntaf, mae hyn yn golygu datblygu ymgrych farchnata integredig ar gyfer y gynulleidfa

darged hon fel rhan o strategaeth gyfathrebu y CGE, gyda Llygad Busnes yn gweithredu fel porth i gyfeirio cleientiaid.

Y mae amryw o wahanol gynlluniau cefnogi busnes yn targedu entrepreneuriaid ifanc. Mae angen siapio'r gynlluniau hyn yn un gwasanaeth cefnogi integredig fydd yn cynnwys hyfforddiant, mentora, ymgynghori a chefnogaeth ariannol, a fydd yn briodol i bob unigolyn.

Yn ystod y broses o ddechrau busnes, dylai'r pwyslais aros ar ddysgu a datblygu sgiliau er mwyn gwella llwyddiant a chynaladwyedd y busnesau newydd hyn.

Tra ei bod yn bwysig lledaenu arfer da ymhliith sefydliadau, mae hefyd yn angenrheidiol i entrepreneuriaid ifanc ddatblygu perthynas â chyfoedion a mentoriaid o fewn y gymuned fusnes ehangach.

Awgryma dystiolaeth yn grif fod entrepreneuriaid llwyddiannus yn aml yn ceisio cyngor a chefnogaeth oddi wrth entrepreneuriaid eraill. Mae clybiau menter yn cynnig cyfle i ddatblygu cysylltiadau o'r fath.

Mae arloesi ac entrepreneuriaeth yn rhannu nifer o nodau cyffredin ac mae buddiannau arwyddocaol i'w cael o integreiddio gweithgareddau'r CGE a Cymru o Blaid Arloesi yn



agosach. Mae'r rhain yn cynnwys cynyddu'r nifer o syniadau hyfwy ac arloesol trwy drosglwyddo gwybodaeth mewn Addysg Bellach ac Addysg Uwch; datblygu amgylcheddau o ansawdd uchel i'r syniadau hyn allu blodeuo ynddynt, megis canolfannau deori, Technium a CETICs (Canolfannau Rhagoriaeth ar gyfer Cydweithredu Technoleg a Diwydiannol); ac amlhau'r cyfleoedd masnachol drwy gynlluniau megis y Ganolfan Masnacheiddio Technoleg a Rhaglen Deillio Cymru.

Mewn Addysg Uwch, bydd gweithgaredd datblygu economaidd yn cael ei hwyluso drwy ymgorffori mentrau cynharach i mewn i Gronfa Trydydd Cenhadaeth HEFCW.

-+ monitro a gwerthuso

Dylid ystyried ie fel buddsoddiad hirdymor ym mhotensial entrepreneuraid, hyder, sgiliau a doniau pobl ifanc Cymru.

Er mwyn mesur effaith, mae'n bwysig cael y cyfuniad iawn o ddangosyddion meintiol ac ansoddol. Bydd WDA yn comisiynu'r ymchwil hwn mewn partneriaeth â LICC, Estyn ac ACCAC.

Bydd gan broiectau a chynlluniau unigol eu prosesau monitro a gwerthuso eu hunain mewn lle. Fodd bynnag, mae'n hollbwysig ein bod yn gwerthfawrogi effaith y Strategaeth yn ei chyfanwyd.

Sefydlir Panel Monitro a Gwerthuso i lywio'r ymateb i anghenion strategol newidiol. Bydd y Panel yn cynnwys cynrychiolaeth o'r prif hapddalwyr mewn datblygu economaidd ac addysg.



Mesur Effaith Ansoddol

- Sefydlu gwaelodlin o sgiliau entrepreneuraid ac agweddau at entrepreneuriaeth ymhlieth pobl ifanc er mwyn galluogi monitro a gwerthuso **ie** dros gyfnod drwy astudiaeth dracio. Defnyddir model ACPT a'i gyd-adrannau i fesur gwerth ychwanegol ac effaith ar unigolion. Gall hyn fod yn sail i arolygaeth thematig gan Estyn yn yr hirdymor.
- Sefydlu meincnodau ansawdd i sicrhau gwelliant parhaus yn y deunyddiau, adnoddau a gweithgareddau.

Mesur Effaith Meintiol

- Mesur yn erbyn targedau cynlluniau a phroiectau unigol, gan gynnwys yn arbennig:
 - nifer o bobl ifanc sydd yn cael profiad o addysg menter ac entrepreneuriaeth
 - nifer o bobl ifanc sydd yn ystyried hunangflogaeth fel dewis gyrrfa posibl
 - Mesur cynnydd yn erbyn set o arwyddion perfformiad lefel uwch, gan gynnwys:
 - lefelau o anweithgaredd economaidd a diweithdra ymhlieth pobl ifanc
 - lefelau o weithgaredd entrepreneuriaidd ymhlieth rhai o dan 25
 - y nifer o fusnesau newydd mewn sectorau sydd yn gysylltiedig â phobl ifanc (e.e. diwydiannau creadigol, technoleg gwybodaeth)
 - data cymharol oddi wrth rhanbarthau Ewropeidd a byd-eang eraill

+ atodiad 1: cynllun gweithredu

Ymwybyddiaeth – Datblygu'r Diwylliant

Parth Gweithredu	Prif Gorff	Gweithredoedd Atodol	Dyddiad Dechreuad Targed
Gweithredu ymgrych gyfathrebu i godi ymwybyddiaeth o fenter ac entrepreneuriaeth ymhlieth pobl ifanc.	WDA	Datblygu ac ehangu ymgrych gyfathrebu a rhaglen modelau rôl Dynamo a'r arddangosfa deithiol arloesol Pod.	Parhau
	WDA	Cefnogi gwaith y mudiadau partner drwy ddatblygu deunyddiau adnodd perthnasol a chynyddu'r defnydd o dechnoleg gwybodaeth a chyfrngau newydd.	2004
	WDA / Gyrfa Cymru	Gweithredu rhaglen hyfforddiant i athrawon, cyngorwyr gyrrfa ac eraill yn y dealltwriaeth o entrepreneuriaeth a'r defnydd o ddeunyddiau ac adnoddau.	2005
	WDA / Gyrfa Cymru	Datblygu calendr o ddigwyddiadau codi ymwybyddiaeth a gwobrau, e.e. Wythnos Fenter, Gwobr Ansawdd Gyrfa Cymru.	2004
	WDA / HEFCW	Codi ymwybyddiaeth o gyfleoedd sydd yn bodoli i bobl ifanc yng Nghymru ac i'r rheiny sy'n dymuno dychwelyd i Gymru, drwy gynlluniau megis Llwybro a GO Wales.	Parhau
Annog yr holl ysgolion cynradd, uwchradd ac arbennig i gynnwys strategaeth ar gyfer menter ac entrepreneuriaeth o fewn eu cynlluniau datblygu.	Awdurdodau Lleol	Adeiladu cysylltiadau rhwng Cynlluniau Datblygu Economaidd & Adnewyddu Lleol a Chynlluniau Datblygu Addysg.	2005
	AALI	Cynnwys menter ac entrepreneuriaeth mewn arweiniad i gynlluniau datblygu ysgolion.	2005
	Llywodraethwyr	Cynorthwyo ysgolion i ddatblygu, cynllunio a monitro gweithrediad addysg menter a mentergarwch.	2006
	Prifathrawon	Annog cynnwys menter ac entrepreneuriaeth fel rhan o bortffolio arweinwyr cwricwlwm ysgolion.	2005

Parth Gweithredu	Prif Gorff	Gweithredoedd Atodol	Dyddiad Dechreuad Targed
Cefnogi'r holl sefydliadau AB ac AU i osod entrepreneuriaeth o fewn eu prosesau cynllunio strategol.	ELWa	Mabwysiadu golwg strategol i addysg entrepreneuriaeth mewn prosesau cynllunio blynnyddol holl ddarparwyr ôl 16 e.e. cynlluniau sefydliadol AB.	2004
	WDA	Gweithio gyda sefydliadau AB ac AU i ddatblygu a monitro cynlluniau entrepreneuriaeth strategol sefydliadol.	Parhau
	HEFCW	Gweithio gyda sefydliadau AU i osod amcanion ar gyfer menter ac entrepreneuriaeth drwy gynlluniau Trydydd Cenhadeth a strategaethau dysgu ac addysgu sefydliadau addysg uwch.	Parhau
	SABau / SAUau	Cynnwys menter ac entrepreneuriaeth o fewn portffolio aelod o uwch dîm reoli/cyfarwyddiaeth sefydliad.	Parhau
	SABau / SAUau Fforwm	Cynllunio a monitro gweithrediad y strategaeth a rhannu arfer da yn fewnol ac yn allanol e.e. sefydlu Grwpiau Llywio Entrepreneuriaeth a Menter.	Parhau
Cefnogi CCETs, YPPs a Rhwydweithiau 14-19 i ddatblygu rôl strategol i ysgogi addysg entrepreneuriaeth.	ELWa	Cynnwys arweiniad priodol i CCETs ar sut i drin addysg entrepreneuriaeth o fewn argymhellion blynnyddol CCET.	2005
	LLCC	Annog Rhwydweithiau 14-19 a YPPs i ffocysu ar godi ymwybyddiaeth o addysg entrepreneuriaeth.	2005
Annog yr holl fudiadau sydd yn gweithio gyda phant a phobl ifanc, o fewn a thu allan i addysg ffurfiol, i gynnwys menter ac entrepreneuriaeth yn eu darpariaeth.	WDA	Annog mudiadau ieuencid i fanteisio ar entrepreneuriaeth a menter yn eu gweithgareddau a rhagleni.	2005
	Gyrfa Cymru / Partneriaid Gweithredu	Gweithredu Cynllun Gweithredu Entrepreneuriaeth Gyrfa Cymru.	Parhau
	Gyrfa Cymru / Partneriaid Gweithredu	Adolygu dulliau gweithredu gyda'r golwg o amlhau cyfleo i fyfyrwyr ddatblygu nodweddion mentrus.	2005
Cefnogi cyflogwyr i hyrwyddo gwerth entrepreneuriaeth i'w cyflogeon ifanc.	WDA	Gweithio gyda partneriaid, gan gynnwys CBI, FSB, IoD, Siambrau Masnach ac Undebau Llafur i hyrwyddo ymwybyddiaeth o fuddiannau sgiliau entrepreneuriaeth ymhlieth cyflogwyr.	Parhau
	WAG	Cysylltu â Gwobr Cyflogwr ynglŷn ag addysg sy'n berthnasol i waith i godi ymwybyddiaeth o fuddiannau entrepreneuriaeth.	2006
	WDA	Annog sefydliadau sector gyhoeddus i ddatblygu modelau 'intrapreneuriath'. Fel rhan o'r broses hon, annog secondiadau a lleoliadau gwaith yn y sector breifat.	2005
	ELWa	Datblygu elfen menter ac entrepreneuriaeth o fewn Gwobr Buddsoddwyr mewn Pobl.	2005

+ atodiad 1: cynllun gweithredu

Dysgu – Arfogi pobl ifanc â'r sgiliau, gwybodaeth a phrofiad perthnasol

Parth Gweithredu	Prif Gorff	Gweithredoedd Atodol	Dyddiad Dechreuad Targed
Gosod menter ac entrepreneuriaeth o fewn cwricwlwm yr ysgol.	WDA / ACCAC	Datblygu, cyhoeddi a dosbarthu deunyddiau cwricwlwm menter ac entrepreneuriaeth.	Parhau
	WDA	Datblygu a darparu hyfforddiant perthnasol i ysgolion a cholegau ar ddefnyddio deunyddiau cwricwlwm.	2005
	AALI	Darparu cefnogaeth gynghorol i ysgolion ar gyfer gweithredu.	2005
	WDA	Datblygu adnoddau dysgu perthnasol gan danlinellu pwysigrwydd entrepreneuriaeth gymdeithasol.	2005
	WDA	Ymgorffori cyfleoedd hyfforddiant menter ac entrepreneuriaeth yn y Gronfa Gwell Ysgolion.	Parhau
	ACCAC	Darparu cyfeiriad i ysgolion ynglŷn â gweithredu'r cwricwlwm 5-19 diwygiedig, gan gynnwys hyrwyddo menter ac entrepreneuriaeth.	2007
	LICC	Cefnogi mabwysiadu triniaeth Estyn o entrepreneuriaeth yn eang, fel a ddisgrifiwyd yn y Fframwaith Arolygu Cyffredin.	2005
Gosod menter ac entrepreneuriaeth o fewn datblygiad cwricwlwm AB ac AU.	SAU	Sefydlu canllawiau i osod menter ac entrepreneuriaeth o fewn y broses dilysiad.	2005
	Fforwm / QAA	Anog cynnwys menter ac entrepreneuriaeth o fewn pob meinchnod pwnc.	2006
	HEFCW / QAA / SAU	Sicrhau bod menter ac entrepreneuriaeth o fewn y fframwaith o gymwysterau AU.	2006
	Cyrrf Proffesiynol (e.e. ACCA / CIM) IEE / CIPD	Cydhabod menter ac entrepreneuriaeth o fewn prosesau achredu.	2005

Parth Gweithredu	Prif Gorff	Gweithredoedd Atodol	Dyddiad Dechreuad Targed
Amlhau'r defnydd o adnoddau presennol a datblygu deunyddiau newydd i gefnogi dysgu menter ac entrepreneuriaeth, o fewn a thu allan i addysg ffurfiol.	WDA / Gyrfa Cymru / Partneriaid Gweithredu	Datblygu adnoddau newydd fel yr adnabuwyd yn yr ymarfer mapio yn 2003.	Parhau
Darparu cyfleoedd i ddefnyddio sgiliau menter.	WDA / Partneriaid Gweithredu	Darparu pobl ifanc (14-19) â'r cyfleoedd i ddefnyddio sgiliau entrepreneuriaidd e.e. drwy AGG, gweithgareddau addysg busnes, Myfyrwyr mewn Menter Rhydd (SIFE).	Parhau

+ atodiad 1: cynllun gweithredu

Cefnogi – Darparu isadeiledd cefnogi effeithiol sy'n cael ei arwain gan alw

Parth Gweithredu	Prif Gorff	Gweithredoedd Atodol	Dyddiad Dechreuad Targed
Gweithredu ymgrych farchnata wedi'i dargedau at rai o dan 25 oed.	WDA	O dan Cam Allweddol 1 y CGE, datblygu ymgrych farchnata penodol i gyfeirio pobl ifanc at y gwasanaethau cefnogi a ddarperir.	2005
Darparu gwasanaeth cefnogi busnes gyda ffocws ar y cwsmer.	WDA / Partneriaid Gweithredu	Adolygu effeithlonrwydd cynlluniau presennol a'u hintegreiddio fel gwasanaethau cefnogi ar alw, i'r rheiny sydd yn dymuno dechrau busnes.	2004
	WDA	Darparu cefnogaeth barhaol i fusnesau sydd â photensial i dyfu.	Parhau
Hyrwyddo arfer da a datblygu rhwydweithiau cefnogi ei gilydd.	WDA	Hwyluso rhannu arfer da rhwng sefydliadau drwy gyfathrebu a digwyddiadau.	2005
	WDA / SABau / SAUau	Amlhau cyfleon rhwydweithio drwy ddatblygu clybiau menter.	2004
Hwyluso arloesedd, trosglwyddo gwybodaeth a masnach.	WDA	Hwyluso sbarduno syniadau arloesol trwy drosglwyddo gwybodaeth o fewn sefydliadau AB ac AU.	Parhau
	WDA / SABau / SAUau	Darparu amgylcheddau o ansawdd uchel i ddatblygu busnesau blaengar e.e. canolfannau deor, Technium, CETICS.	Parhau
	WDA	Cefnogi gwaith y Ganolfan Masnacheiddio Technoleg i adnabod cyfleon deillio twf-uchel.	Parhau
	HEFCW	Cynnwys cynlluniau cynharach yng Nghronfa Trydydd Cenhadaeth HEFCW, i weithredu ffrwd nawdd sengl i gefnogi gweithgareddau trydydd cenhadaeth mewn AU.	Parhau

+ atodiad 2: cyfranwyr

Addysg Statudol	Clive Jenkins	Llywodraeth Cynulliad Cymru
	Hugh Griffiths	ACCAC
	Lindy Hutchinson	Ysgol Uwchradd y Bontfaen
	James Mordecai	Ysgol Uwchradd y Bontfaen
	Sally Jenkins	Ysgol Uwchradd y Bontfaen
	Pam Tanner	CCET Abertawe
	Peter Evans	Ysgol Gynradd y Creigiau
	Philip Drakeford	Gyrfa Cymru Gorllewin
	Steve Hadley	Ysgol Arbennig Maesgwyn

Tu allan i Addysg Ffurfiol	Beth Titley	Gyrfa Cymru Morgannwg Ganol
	Catherine Rees	Menter a Busnes
	Charles Middleton	Gwasanaethau Hyfforddi Cymru
	Graham Johnson	Llywodraeth Cynulliad Cymru
	Ingrid Lewis	WDA
	Liz Williams	Llywodraeth Cynulliad Cymru
	Marco Gil-Cervantes	Promo-Cymru
	Peter Williams	DTA Cymru
	Huw Bryer	Menter a Busnes

+

atodiad 2: cyfranwyr

Addysg Bellach

Alison Bryant	ELWa
Andy Johns	Coleg Dewi Sant, Caerdydd
Caroline Usei	Coleg Abertawe
Carolyn Donegan	Coleg Ystrad Mynach
Dave Henderson	Coleg Morgannwg
David Finch	Fforwm
Matthew Welsher	Coleg Gwent
Pat Jones	WDA
Rachel King	Coleg y Barri

Addysg Hwch

Carol Cresswell	Coleg Prifysgol Cymru Casnewydd
Carys Roberts	WDA
Chris Miller	Prifysgol Morgannwg
Roger Carter	Cyngor Ariannu Addysg Uwch Cymru
Gary Packham	Prifysgol Morgannwg
Nigel Thomas	Gwasanaeth Gyrfaoedd Prifysgol Caerdydd

Cefnogaeth Weithredol

Lorraine Beard	Enterprise Insight, Cymru
Daniel Jones	WDA
Sue Morgan	WDA

Diolch arbennig i:

Tina Marley	WDA
6721 Cyf	Caerdydd